

CHAPTER II

LITERATURE REVIEW

A. The Nature of Listening

1. Definition of Listening Comprehension

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Ahmadi, Seyedeh, 2016). Listening comprehension is one of the most important skills to communicate. It is necessary to learn and apply listening strategies that contribute to acquire a foreign language. The use of listening strategies can help students to develop their listening comprehension skills, the teacher carry a big responsibility in this process either in or out of the classroom. Teachers have a huge impact on their students, either positive or negative, and it is the teacher's responsibility to create a friendly atmosphere to make the listening activities successful.

Nur & Latifa (2014) defined listening as listening is the process of receiving, making meaning from, and answering to spoken and nonverbal message. Listening is very much an active process of selecting and interpreting information from auditory and visual clues (Yaqin, 2013). In this active process, students receive and construct information. Furthermore, Gilakjani and sabouri (2016:110) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Moreover, listening is the most frequently used language skill. By listening, students can understand language. Listening is the most important skills for language learning because it can be mostly used in normal daily life and it develops faster than the other language skills, which indicates that it makes easy the development of the other language skills (Gilakjani & Sabouri, 2016;

Pourhosein, 2011). In addition, Yaqin (2013), argue that in successful listening, understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. Listening is the process of understanding what others are saying through the speaker's accent, grammar, vocabulary, and phonological system such as pronunciation, intonation and stress.

2. Teaching Listening Comprehension

Brown (2000) defines “teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or to understand”. In order to help students improve their listening ability, teachers have to understand and mastered the teaching listening comprehension strategies which one of the steps is explain and instruct effective listening strategies to comprehend spoken texts, and to help students solve their listening difficulties.

3. Teaching Strategies in Teaching Listening Comprehension

Strategies can be taught of as the ways in which a learner approaches and manages a task, and listeners can be taught affective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening (Liu, 2019). As Saraswaty (2018) identifies two kinds of strategies in listening such as Metacognitive and Cognitive strategies, but also there is another strategies which is Social strategies, sometimes referred to as socio cultural (Yaqin, 2013), “the teacher help or direct the students work with others and understand the target culture as well as the language” (Oxford, 2013).

4. Listening Comprehension of the Conversation/Dialogue

As we know, listening is the skill of understanding spoken language. The skill of listening is an essential part of communication and a basis

for foreign- language learning. Saputra (2018:90) suggested that learning to listen really means learning to respond and continue responding to listen in gas a chain. Listening skill means the skill of listening in order to understand the meaning of what is being listened to. The process of listening helped learners to respond to what is being said.

5. Aspect of Listening Comprehension

Van Duzer in Fauzi (2019:16) proposed four factors which determine the learners' success in comprehension, they are: the listener, the speaker, content, and visual support. The explanation can be seen in the explanation bellow:

a. Listener

The listener, probably holds a central role in the listening process. If she has greater interest in the topic of the dialogues or the spoken texts, she gets more motivated to learn and her comprehension may improve considerably. She often tunes out topics that are not of interest. In addition to interest, background knowledge can also facilitate comprehension. The listener who possesses sufficient knowledge of the topic usually understands the content better than that who does not.

b. Speaker

Additionally, the speaker also affects the listener's success in listening comprehension. A speaker's rate of delivery may be too fast, resulting confusion on the part of the listener. She will have difficulties in making sense of an indistinct utterance that sounds like a mumble to her. Consequently, adjusting the speaker's speed to the listener's level is important.

c. Content

Another factor determining comprehension is content, which is closely related to the aforementioned concept of background knowledge. Content that is familiar is easier to understand. The

listener can grasp meaning easily if she has adequate previous knowledge on the subject of the dialogues or the texts she hears.

d. Visual Support

Moreover, the presence of visual support-such as video, pictures, diagrams, gestures, facial expressions and body language-can improve her comprehension provided that she is able to correctly interpret it.

B. The Nature of Teachers Strategies

1. Definition of Teacher Strategies

Strategy is a way that everyone does to do something that is understood or planned. In learning language, the learners need technique, strategy, or tactic to obtain the success in learning process of language. Strategy plays its role as a key factor that influences the English language learning to gain achievement (Utami, 2020). Each individual must be able to hear well so that good communication is established, one of them in listening comprehension. For that reason understanding in listening is very important.

Moreover, in listening should be note that before we teach strategies to learners, we should understand their specific areas of difficulty. We should also be aware to the strategies that they are already aware of. The result of a study conducted by Janah (2021) suggest that learners understand what they hear well if they are aware of effective ways of using strategies to deal with various tasks. In defining the strategies, Oxford (2013) explain that the strategies are important for learning language because it is tool for active, self-directed involvement, which is essential for developing communicative competence.

Based on the definition above, it can be conclude that strategy is really needed in learning to listen. However, in the different categories and characteristics of students, of course the strategies used also be

different for each individual. As in the use of strategies, there are some students who in other contexts need strategies while in other contexts they do not need strategies. In addition, students interest how the way teachers teach is also very necessary. Thus, the students need the strategies to overcome the problems.

2. Concept of Listening Comprehension

Listening has been defined by many researchers. Gilakjani & Sabouri (2016) defended Listening is a process in which one understands every word for word by ear. (Kim & Pilcher (2016) said Indeed, listening can involve one of the senses, namely hearing, related to grammar, filtering various information that is actually needed, serves as a reminder, and actually serves as a hook with various processes between sounds which are then filtered into meaning.

Actually, listening has a different meaning from other senses, which are done in order to understand aural. And listening is one of the processes in order to understand something about what is actually heard and also in order to organize it which is into an element called lexical whose true meaning can be allocated. Saraswaty (2018) demonstrated that the Listening actually understands spoken language. Students can actually hear spoken sounds, share various sounds, are actually classified into lexical and syntactic forms, and can also understand the message. Listening as one of the processes which accept about what the speaker actually says, make and actually show various meanings, negotiate meaning with various speakers and actually answer, and create creativity.

Nur & Latifa (2014) specified that listening is the process of receiving, making meaning from, and answering to spoken and nonverbal messages. Listening as a complex process of interpretation in which listeners match what they hear with what they already know. Listening helps us to understand the world around us and is one of the necessary elements in creating successful communication. Listening is

the one skill out of the four foundational language skills that is the least understood and the hardest to study.

By those explanation, it can be concluded that listening is an activity of listening an audio to get information. In listening, the student must be able to know what the speaker said are. By listening the student can answer the question from the teachers during in learning process. Whereas, listening comprehension is a comprehensive listening process. In listening comprehension, the student not only listening what are the speaker said, but also need to know and understand the contents of the audio.

3. The Strategy in Teaching Listening

Among all the strategies for listening, British Council (2018) claimed three main types of strategies, such as:

a. Metacognitive Strategies

The Metacognitive Strategies was a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise and evaluate. For example for metacognitive planning strategies, learners would clarify the objectives of an anticipated listening task, and attend to specific aspects of language input or situational details that assisted in understanding the task. Generally, it can be discussed through pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies. Meta-cognitive strategies are higher order executive skills that may entail planning for, monitoring, or evaluating the success of learning activities (Sari, Sofyan, & Hati, 2019).

Metacognitive strategies are strategies which allow learners to control their own learning through organizing, planning and evaluating. It is related to how students manage their own learning. Moreover, this strategy covers some activities, such as: centering learning, arranging and planning learning and evaluating learning.

b. Cognitive Strategies

Price (2020) stated that “cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself”. The types of this learning strategies of cognitive strategies may be vary.

- 1) Clarification/verification which refer to those strategies which learner use to verify or clarify their understanding of the new language. In the process of creating and confirming rules, in any language, they may seek confirmation of their understanding of the language, they may ask for validation of their production of words, phrase or sentences is consistent with the new languages.
- 2) Guessing/inductive differencing refers to strategies which uses previously obtain linguistic or conceptual knowledge to derive explicit hypotheses about the linguistics form, semantic meaning or speaker intonation.
- 3) Deductive which is a problem solving strategy in which the learner looks for and use general rule in approaching the foreign or the second language.
- 4) Practice which refers to strategy that contribute to the storage and retrieval of language while focusing on the accuracy of usage.
- 5) Memorization also refers to strategies which focus on the storage and retrieval of language; therefore some of the strategies such as drill, repetition, used for practice are the same as the memorizing strategies.
- 6) Monitoring refers to strategies in which the learner notice errors (both linguistics and communicative), observe how a message is received and interpreted by the addressee.

c. Socio-affective Strategies

Muin & Aswati (2019) stated that Socio-affective Strategies have close relationship with social-mediating activity and interacting with others. The main socio-affective strategies include cooperation and question for clarification. Socio-affective Strategies concern the ways in which learners interact with other learners and native speakers. They represent a broad grouping that involves either interaction with another person or ideational control over affect. Cooperation, self-questioning, and self-talk are the typical Socio-affective Strategies.

4. Aspect of Teaching Listening Comprehension

Listening comprehension includes various processes involved in understanding and comprehending spoken language. Kim & Pilcher (2016) added three aspects of listening comprehension, namely interpretation, implementation and assessing, which are explained as follows:

a. Interpretation

Interpretation has three kinds of understanding, namely translation which in listening has the meaning of changing words into symbols and vice versa, giving meaning (interpretation) for example being able to interpret a similarity, and making extrapolation (extrapolation), for example estimating tendencies from diagrams (Kim & Pilcher, 2016).

Giving the meaning of interpretation is the ability to interpret the given problem, change information from the problem in other ways such as tables, diagrams, symbols, and pictures, and conclude the results of the given problem (Saraswaty, 2018). Listening interprets interpretation as a person's ability to understand something that has been obtained or recorded, changed or can be arranged in other forms or ways such as graphs, tables, diagrams and symbols. Interpretation or interpretation is also the ability to

connect two different concepts, and the ability to distinguish between the main and the non-essential.

Based on the two opinions above, it can be concluded that literally interpretation or interpreting ability is the ability to understand ideas that have been changed in other forms, for example in the form of graphs, tables, diagrams, pictures, symbols, and things related to visuals. The term interpretation can refer to the ongoing process of interpretation or its outcome. Adopting the opinion that has been presented by British Council (2018)l regarding the interpretation that has been discussed, an indicator of students' interpretation ability in listening is obtained, namely understanding the problem given, changing information from the problem in other ways that have been recorded by themselves, and concluding the answers or problems that have been answered. given.

b. Implementation

Implementation is an action or implementation of a plan that has been prepared carefully and in detail. Implementation is usually done after the planning is considered perfect. Wiranda (2019) expressed that implementation is down to activity, action, action or the existence of a system mechanism, implementation is not just an activity, but an activity that is planned and to achieve the objectives of the activity. Implementation is essentially an activity to distribute policy outputs (to deliver policy outputs) carried out by implementers to the target group as an effort to realize policies.

Implementation is usually done after the planning is considered fixed. Implementation can also mean implementation which comes from the English word Implement which means to carry out. Implementation is the expansion of activities that adjust the interaction process between goals and actions to achieve them

and requires an effective network of bureaucratic implementers (Wiranda, 2019). It can be concluded that implementation is an activity that is planned, not just an activity and is carried out seriously based on the reference to certain norms to achieve the objectives of the activity. Therefore, implementation does not stand alone but is influenced by the next object, namely the curriculum. Curriculum implementation is the process of implementing new ideas, programs or activities with the hope that others can accept and make changes to a learning and obtain the expected results.

c. Assessing

Assessment is very important in the learning process. Assessment is used to make important decisions regarding students, such as determining whether the student needs to repeat the material, go to class, repeat or not. Kusaeri & Suprananto (2012).distinct careful consideration is needed to obtain the right decisions so that they do not harm students.

To get the right decision, adequate information is needed about students, such as mastery of the material, attitudes and behavior. In this context, assessment plays an important role. From here the assessment is expected to provide objective feedback about what students have learned, how they learn and are used to determine the effectiveness of the learning process.

Thus, if the teacher has the ability to make a good assessment, it is certain that he has good teaching skills as well. The description indicates that to make the learning process quality, the teacher should master good assessment techniques as well. Because learning and assessment are two elements that cannot be separated in teaching and learning activities. Furthermore, the basic concepts of assessment had explained and how to choose the right assessment technique.

C. Previous Related Studies

Toffel (2016) avowed that relevant research is required to observe some previous researches conducted by the other researchers in which they are relevant to our research itself. The researcher need to tin out and analyze what the point that was focused on, design, finding and the conclusions of the previous researchers, that of:

1. A research conducted by Hasanah (2020). The title of the research conducted by Hasanah is “Teacher’s Strategies in Teaching Listening Comrpehension at SMK Bina Bersaudara Medan”. This study aims to find out the teaching strategies implemented by teacher in teaching listening comprehension at SMK Bina Bersaudara Medan. The research was conducted by descriptive qualitative research through two phases: observing and interviewing. The results of this research were first, there were only two strategies that applied by the teacher in teaching listening comprehension those are Metacognitive Strategies and Cognitive Strategies. The second was the underlying factor of using those kinds of strategies in teaching listening comprehension namely the effectiveness of teachers in teaching, basically a teacher should be a good communicator, should teach the students effectively and many more which makes a teacher become professional and the most important part is the instruction strategies which she chooses to deliver the materials which helps students in learning more effective.
2. A research conducted by Yaqin (2013). The title of the research conducted by Yaqin is “Teachers’ Strategies in Teaching Listening to Students Of SMPN 1 Banyubiru”. The study tried to find the teachers’ strategies in teaching listening to students of SMP N 1 Banyubiru. The participants of the study were 3 English teachers in SMP N 1 Banyubiru. An interview was mainly used as the only instrument to collect the data in this study. The study showed that teachers used mostly bottom up process activities in the listening class. The problems faced by the participants were the limited available listening

materials and the low level of students' basic English proficiency. To overcome those problems, teachers made their own listening materials and emphasized on the teaching of vocabulary as pre listening activities.

3. A research conducted by Mutia (2020). The title of the research conducted by Mutia is "The Lecturers' Strategies In Teaching Listening Comprehension". This research investigated strategy used in teaching listening in classroom including, (a) pre-listening that can made the students easy to understand the materials because the lecturer explain the specific topic or specific information about the materials so the students can understand about the content from the audio. And (b) questioning Strategies that can made the lecturer and students interact each other's and they discuss about some topic from the audio and then the lecturer give the students task. Implementation of the strategies including (a) Fill Out the Worksheet that can made the students easy to understand the materials because the lecturer was evaluated the students' answer and ask the students one by one and then try to help the students understand why they got wrong answer so the students can understand about the content from the audio. In addition, (b) Asking Questions that can made the students familiar with the topic before the students listen the audio or dialog so it was help the students to understand about the audio better.

The similarity between this research and the three studies above is that they both analyze the teacher's strategy in teaching listening comprehension and also use qualitative research methods. Meanwhile, the differences are: 1) In the first research, the subject of the research was teachers of SMK, while the research conducted by researcher in this study was using the subject of high school teachers. 2) In the second research, the subject is junior high school teacher, while the research conducted by the researcher in this study is used the subject teachers of SMP. 3) In the third research, the subject is lecturers, while the research conducted by

researcher in this study is using the subject of high school teachers. So, it can be concluded that the gap in this study with previous research lies in the research subject only.